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ABSTRACT
This publication, compiled by the NCTE Committee to Review Curriculum Guides, provides informative and evaluative annotations for 63 elementary and secondary curriculum guides. These guides, reviewed and recommended in 1965-1968, are presented as a resource for schools and agencies which are developing and writing curriculums. The annotations indicate availability and prices of the guides. In addition, certain guides have been chosen as representative of their type, and are available through EDRS. A copy of the criteria and rating scale used by the Committee for the evaluation of the guides is appended. (LK)

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ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH

-1968-

Edited by
William J. Scannell

for the Committee to Review Curriculum Guides
of the National Council of Teachers of English

AA000 374

October 1968

The NCTE/ERIC Clearinghouse on the Teaching of English is an information service of the National Council of Teachers of English in cooperation with the Educational Resources Information Center of the U.S. Office of Education

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

The Educational Resources Information Center (ERIC) of the U.S. Office of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is RESEARCH IN EDUCATION (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents which are available through normal publication channels. (RIE may be obtained from the U.S. Government Printing Office, Washington, D. C. 20402.) In addition, NCTE/ERIC will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for the teaching of English.

The ERIC Clearinghouse on the Teaching of English, one of nineteen clearinghouses authorized to date, abstracts and indexes research reports and other documents relevant to all aspects of the teaching of English from kindergarten through twelfth grade, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English.

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INTRODUCTION

The purpose of the Committee to Review Curriculum Guides of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The list this year is a cumulative one including sixty-three of the best guides reviewed by the Committee since January 1965. During this period more than 500 guides from schools and other educational agencies throughout the United States have been reviewed. Because no specific guides were solicited by the Committee and because some excellent guides are now out of print, being revised, or otherwise unavailable, it must be recognized that the selection printed here is not necessarily representative. The Committee does feel, however, that the guides on this list are probably among the best which have been produced by schools in the past few years.

The annotations printed here, most of them based on comments made by Committee reviewers, have been contributed by Dorothy Davidson, Sister Mary Xavier, Brother Thomas Corbett, and the editor.

The NCTE Committee to Review Curriculum Guides intends to revise its annotated list of recommended guides yearly. The Committee welcomes guides for review. Those schools and agencies which would like to submit guides for review should send two copies to the Curriculum Materials Associate, NCTE, 508 South Sixth Street, Champaign, Illinois 61820.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE.

A guide which is prefixed by an asterisk is available on microfiche at $0.25 per fiche (up to sixty pages each) or hard copy at $0.04 per page from ERIC Document Reproduction Service (EDRS). Abbreviations in the bibliographic citations for each document are MF for microfiche, HC for hard copy. Thus "EDRS price MF $0.50, HC $4.00" means that the document can be purchased on microfiche (microfilm images mounted in a 4" x 6" card) for $0.50 or in a photographically reproduced paper booklet for $4.00. These asterisked guides, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education. (See Appendix III for ordering information on guides available from EDRS.)

GUIDES REVIEWED AND RECOMMENDED IN 1968

A. Elementary: Grades K-8

AVON'S NON-GRADED ENGLISH LANGUAGE ARTS PROGRAM (Primary and Intermediate, Volume I). Avon Public Schools, Avon, Connecticut. 1967. 92 pages. $5.00.

This guide attempts to unify and present skills in speech, literature, composition, spelling, reading, and grammar in sequential steps of increasing sophistication. Levels one through eight are predominately oral levels to teach fundamental rules in spelling, basic understandings in literature, readiness skills in reading, oral expression, grammar, and composition. Levels nine through twenty-three emphasize written work. Skills and knowledge to be gained are stated in behavioral terms. This guide is helpful only for identifying skills and sequence. No suggestions for teaching methods or specific activities to promote learning of skills are provided. The guide is essentially a chart of skills and sequence. A student may pass from one level to another in a sequence only after evaluation by his own teacher and another teacher in the system.

CHILDREN AND LISTENING CENTERS: WHY--HOW--WHAT (Grades K-6). Curriculum Center, Orange County Schools, 1104 West Eighth Street, Santa Ana, California 92701. 1966. 96 pages. $1.50.

This attractive pamphlet outlines practical suggestions for listening practice in all areas of the elementary curriculum. The subject, grade level, scales to be learned, and length of time are included in the outline of each exercise. Several exercises are provided for the following subjects: foreign language, science, oral language, spelling, literature, music, history, art, mathematics, vocabulary, phonics, creative writing, sentence word order, and dialect differences. Also included are suggestions for planning listening centers, using tape recorders, and evaluating growth in listening.

CURRICULUM GUIDE--ELEMENTARY ENGLISH (Grades K-6). Orange County Public Schools, Orlando, Florida. 1966. 182 pages. $3.00.

This guide was produced as part of a Basic Learning Improvement Project and presents a wealth of specific activities and experiences designed to promote learning skills, concepts, and attitudes in listening and observing, written and oral communication, literature, and study skills. Goals for skills, concepts, and attitudes are stated in behavioral terms for average and above average students in grades one through six.

HANDBOOK FOR LANGUAGE ARTS: PRE-KINDERGARTEN GRADES ONE AND TWO. Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1966. 416 pages. $5.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). ERIC abstract in Research in Education, January 1969.

The program in this handbook is based on current concepts about the use and nature of language. All aspects of the language arts for all students are covered, with expected outcomes for listening, observing, literary appreciation, speaking, reading, and writing listed in the three broad categories of (1) Using Language to Acquire Knowledge, (2) Using Language to Organize and Express Ideas, and (3) Learning the Nature of Language. For each of the specific language art areas of activity, corresponding columns of action and performance are given in behavioral terms for the teacher and the children. Many brief lesson descriptions and specific activities are provided. Uniquely helpful sections of the handbook include "Interpreting Stories through Picture-Reading," "Teaching English as a Second Language," including sample oral pattern practice drills, and "Comparative Analyses" of English and Spanish, English and Italian, German, and Polish.

INDIVIDUALIZED READING and BAIT (Grades 1-6). Beaverton School District No. 48, 303 S. W. Erickson, Beaverton, Oregon 97005. 1967. Individualized Reading, 55 pages; Bait, 61 pages. IR, $4.95; B, $2.00.

Individualized Reading is designed to help teachers plan, implement, and evaluate individualized teaching of reading. It lists skills to be taught, discusses grouping, and suggests individual activities in oral reading, speaking, dramatization, writing, painting, and drawing. Bait is a supplementary aid containing descriptive lists of specific activities and experiences for pupils in reading, writing, speaking, listening, and spelling, and for free time periods. Bait is organized for easy selection and use.

THE LANGUAGE ARTS PROGRAM IN THE ELEMENTARY SCHOOL, PART ONE--ORAL COMMUNICATION, and PART TWO--WRITTEN COMMUNICATION (Grades K-6). Board of Education, Prince George's County, Upper Marlboro, Maryland. 1966. Part One, 103 pages; Part Two, 135 pages. $2.50 each.

These two pamphlets explain, list skills, and suggest specific activities and experiences for a variety of oral and written communication activities. Lists of classroom learning experiences are suggested for each communication activity or skill at the primary, intermediate, and upper elementary levels. The format of these guides makes it easy for the teacher to select from the suggestions offered.

B. Secondary: Grades 7-12

THE ADVANCED PLACEMENT PROGRAM IN ENGLISH: A TEACHER'S GUIDE (Grades 10, 11, and 12). Cincinnati Public Schools, Cincinnati, Ohio. 1966. 149 pages. $3.00 (send orders with payment to Clerk-Treasurer, Board of Education, 608 East McMillan Street, Cincinnati, Ohio 45206).

This guide orients teachers to the advanced placement program in English and to the academically talented student. The content of the guide primarily consists of a suggested sequence in literature--the novel, nonfiction, poetry, and drama--with suggestions for teaching

specific works and a brief section discussing several aspects of the composition program.

AN ENGLISH TEACHER'S MANUAL OF UNIT LESSONS IN LANGUAGE: GRADES 7-12. Division of Instruction, Granite School District, Salt Lake County, Utah. 1964. 474 pages. $5.00.

For practical suggestions for teaching about the English language, this guide is one of the most useful and complete ones available. It is full of detailed lesson plans and units on the dictionary, variations in language, and history and development of the English language. The section on grammar is descriptive-structural, based on information available up to 1964. One of the unique features of this guide is a fifty-page section of oral drills to correct dialect patterns. Lists of readings for teachers and students are provided for each unit.

COMPOSITION: GROWTH TOWARD REALITY (Grades 7-12). Arlington County Public Schools, Arlington, Virginia. 1966. 303 pages. $5.00. ERIC abstract in Research in Education, January 1969.

This guide contains a set of basic assumptions, introductions to expository and creative writing, and a cumulative writing program for grades seven through twelve. Much emphasis is placed on inductively helping students learn to "lay open" topics for writing through discussion. The lesson plans are clear, concise, and well organized. Five good articles on language and writing are appended to the guide. One outstanding feature of the guide is its attention to the crucial period of preparation before writing. The program outlined in this guide requires students to write a short narrative every day. The guide also includes a literary analysis chart and exercises in literary analysis for each grade level.

*A COURSE IN SEQUENTIAL COMPOSITION: GRADES 10-12. St. Louis Park School District No. 283, 6425 West 33rd Street, St. Louis Park, Minnesota 55426. 1967. 451 pages. Limited number available at $15.00. ERIC abstract in Research in Education, November or December 1968. Document to be available from EDRS.

This extensive guide contains thirty-three units, mostly on exposition, allocating work in six rhetorical categories among the three grade levels. The guide emphasizes prewriting and the use of student models and contains examples of student writing to exemplify many assignments. The six rhetorical categories upon which the guide is organized are conciseness and clarity, diction, sentence construction, unity, amplification, and coherence. Examples are also identified or quoted from student texts. All sections contain short bibliographies for the teacher and references to pages and chapters in student texts.

DISCOVERING, DIRECTING, DEVELOPING THE DISADVANTAGED IN ENGLISH (Grades 7-9). Tulsa Public Schools, Tulsa, Oklahoma. 1967. 53 pages. 1.00.

This publication is designed to help the English teacher understand students who are economically, culturally, emotionally, or mentally deprived and adapt his teaching to meet their needs, interests, and capabilities. It would be especially helpful for beginning teachers. Suggested content, as well as a number of specific classroom activities, is provided.

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*Guides prefixed by asterisks are, or soon will be, available from ERIC Document Reproduction Service (EDRS) on microfiche (MF) at $0.25 per fiche (up to sixty pages each) or hard copy (HC) at $0.04 per page. See Appendix III for EDRS ordering information. These asterisked guides, as well as others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education, a monthly publication of the U.S. Office of Education.

ENGLISH LANGUAGE ARTS CURRICULUM GUIDE: GRADES 7-12. Edmonds School District No. 15, 3800 196th Street, S. W., Lynnwood, Washington 98036. 1968. 506 pages. $6.00. ERIC abstract in Research in Education, January 1969.

One of the best reviewed in recent years, this comprehensive guide is based on a conceptual approach to literature and reading, language, and composition. Skills and concepts are presented in sequential order and by grade level. An attempt is made to integrate activities in reading, writing, and language study. Broad concepts to be taught are subdivided into more specific generalizations. Brief presentations of educational objectives in the cognitive and affective domains are included, as well as information on inductive teaching and the interrelationship of the language arts. The content of the guide is intended for a range of students from average to superior.

ENGLISH LANGUAGE ARTS CURRICULUM SUPPLEMENT (Grades 7-12). English Education Section, State Department of Public Instruction, Box 697, Dover, Delaware 19901. 1966. 290 pages. $2.25 ($0.25 per unit).

This publication basically consists of eight broad units, each containing a series of specific lessons planned around a central theme. The units and themes are: Unit 1, Language Study (senior high level); Unit 2, Contemporary Poetry (senior high); Unit 3, Journalism (junior high); Unit 4, History of the English Language (senior high); Unit 5, The Human Side of Puritanism (senior high); Unit 6, Composition: Writing a Character Sketch (junior high); Unit 7, The Nature of Tragedy (senior high advanced humanities classes); Unit 8, The Speech Art (senior high).

LANGUAGE ARTS CURRICULUM GUIDE: GRADES 7-12 (Second edition). Richfield Public Schools, 70th and Harriet Avenue, Richfield, Minnesota 55423. 1968. Approximately 690 pages. $5.00. ERIC abstract in Research in Education, January 1969.

One of the most comprehensive and detailed guides available, this edition is a substantially revised and lengthened

version of the one previously recommended by NCTE. It contains goals, sample lesson plans and units, and explanations of all areas of the English language arts. It attempts a sequential-spiral progression of learning experiences for each grade level. One reason for the provision of such extensive kinds of information is to help teachers avoid relying on textbooks.

LITERATURE, LANGUAGE, COMPOSITION: A THEMATIC APPROACH (2 volumes--grades 7-9 and 10-12). The Board of Education, Cleveland Heights-University Heights City School District, 2155 Miramar Boulevard, Cleveland, Ohio 44118. Grades 7-9, 1966, 255 pages, $4.00; Grades 10-12, 1967, 325 pages, $4.00. ERIC abstract in Research in Education, January 1969.

A well-organized and unified program in literature, language, and composition is presented in these guides. Much of the content and student activity is focused on the following themes: junior high level--learning to understand oneself, one's family, and the world; senior high level--man's search for answers to recurring questions, man's answers to these questions, and realities of life in the areas of self-understanding, interaction in society, ideas, and escape. Sequential skills and concepts in language, literature, and composition are given, as well as specific goals, ways of motivation, and student activities. Many specific units and sample lesson plans are provided. The volume for grades seven through nine includes a very helpful forty-two-page section on teaching the slow learner. Much attention is given to methodology and teacher behavior, with both volumes containing reprints of a number of excellent professional articles. Other areas covered more extensively in these guides than in most are motivating students in all activities and techniques and rules for class discussion.

RESOURCE UNITS IN LANGUAGE ARTS FOR GENERAL COURSE STUDENTS IN SENIOR HIGH SCHOOLS. Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1967. 110 pages. $1.50 (payment required with orders; make checks payable to Auditor, Board of Education). ERIC abstract in Research in Education, January 1969.

This pamphlet is designed to guide teachers of the general course student--the lowest 15-18 percent of the school population, those who are slow, low achievers, and potential dropouts. Objectives, methodology, and sample lesson plans are provided for literature, reading skills, the library, oral English, written communication, technical English, and the mass media. A useful annotated bibliography on problems of teaching general course students is provided.

STRUCTURED COMPOSITION PROGRAM: PARTS I and II (Grades 7-9 and 10-12). Montgomery County Public Schools, 850 North Washington Street, Rockville, Maryland 20850. 1967. Approximately 500 pages. $5.00.

This comprehensive and detailed guide presents a sequential program for all students in grades seven through twelve. The emphasis is on the discipline of expository writing. Ten specific writing assignments are presented for each grade level, and short professional models are provided to illustrate most assignments. Goals in both oral and written composition are stated in behavioral terms for the junior high and senior high levels. Concepts and generalizations to help teachers unify the teaching of composition with other areas of content--semantics, diction, observation, listening and reading, thinking, and speaking--are provided. A section suggesting ways to help slow learners is included.

A TEAM TAUGHT COMMUNICATIVE SKILL: COMPOSITION AND SPEECH and A TEAM TAUGHT COMMUNICATIVE SKILL: LITERATURE (2 volumes, grades 8-9). Wahlquist Junior High School, Weber County, Utah. 1966. Composition and Speech, 87 pages; Literature, 155 pages. $1.25 each.

These two volumes introduce the team teaching of communications skills in general and specifically list content

and sequence for individualized programs in literature, composition and speech. The composition and speech volume includes samples of student writing, materials for evaluation for composition, and brief lesson guides for both teacher and student in several areas of speech. The literature volume contains content, sequence, and specific activities for four tracks or ability levels in the study of the short story, the novel, mythology, and thematic units, plus about fifty pages of objective tests and pop quizzes.

UP THE DOWN SPIRAL WITH ENGLISH (Grades 7-12). Board of Catholic Education, Diocese of Cleveland, Superior Road, Cleveland, Ohio. 1968. 104 pages. $4.00. ERIC abstract in Research in Education, January 1969.

This imaginative guide focuses broadly on human growth and integrates the experiences in the English program into processes of engagement, perception, interpretation, evaluation, and personal integration. To emphasize the continuous process of growth, experiences and concepts are presented sequentially in levels of growth rather than as strict grade requirements. One of the unique features of this guide is a section on evaluation which includes information on evaluating teaching and helping students to evaluate themselves. Another feature is the attempt to correlate English experiences with appropriate levels of adolescent psychological and learning development.

C. Grades K-13

A CHART OF SKILLS IN ORAL AND WRITTEN COMMUNICATION: KINDERGARTEN THROUGH GRADE TWELVE. Tulsa Public Schools, Tulsa, Oklahoma. Revised 1963. 91 pages. $1.50.

This guide is a supplement to other curriculum materials already in use and is designed to promote coordination of the various aspects of the language arts program for kindergarten through twelfth grade. It outlines skills and abilities and suggests classroom activities for each in the areas of writing, listening, speaking, and language. The guide is in

chart form, divided into four columns for kindergarten to third, fourth to sixth, seventh to ninth, and tenth to twelfth grades.

COURSE OF STUDY FOR THE LANGUAGE ARTS: GRADES ONE THROUGH TWELVE. Ridley School District, Administration Building, Folsom, Pennsylvania 19033. 1961. Approximately 555 pages. $9.00. ERIC abstract in Research in Education, January 1969.

This guide lists specific goals for learning and a wealth of classroom activities for listening, speaking, writing, and literature at each grade level. For each of the areas the guide also provides supplementary background information for the teacher, resource materials, bibliographies, and suggestions for evaluation. Lengthy appendices contain such helpful items as ninety-six characteristics of the good student writer and "teacher concepts basic in a developmental grammar and language usage program."

DIALOG WITH A TEACHER OF LISTENERS, SPEAKERS, READERS, WRITERS (Grades K-13). State Department of Public Instruction, Box 697, Dover, Delaware 19901. 1967. 45 pages. $1.00.

This guide is designed to help provide a common ground for English language arts teachers in promoting horizontal and vertical articulation. It contains questions, checklists, and brief statements to stimulate thinking and discussion in the areas of teaching listening, speaking, reading, and writing. The guide is partly aimed at orienting first-year teachers.

THE ENGLISH LANGUAGE ARTS: GRADES SEVEN THROUGH TWELVE. Tulsa Public Schools, Tulsa, Oklahoma. 1966. 222 pages. $2.00.

This guide discusses basic considerations in planning and organizing the language arts program, including speaking and listening, reading, writing, language, mass media, the library, and meeting individual differences. Scope and sequence are given for reading and literature, listening

and speaking, and writing. Suggestions for planning units of instruction and about fifty sample units (about one page each) are provided. Good points of the guide are attention to research in linguistics (up to 1966) and practical suggestions for using audiovisual materials and the mass media.

*ENGLISH LANGUAGE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: KINDERGARTEN THROUGH GRADE TWELVE. Order Section, Fiscal Office, State Department of Education, 721 Capitol Mall, Sacramento, California 95814. 1968. 120 pages. $0.26. ERIC abstract in Research in Education, November 1968.

This publication was produced to provide principles and general guidelines to be used by California schools in developing English language arts programs suitable for their particular situations. It includes discussions of the components of English, ways of unifying the English program at different levels, and a number of crucial issues related to the teaching of English. Lengthy appendices present many suggestions for teaching language, literature, and composition. Although much of the content is of a general nature, the ideas expressed reflect the most recent research and theories concerning the teaching of English.

EVALUATING WRITTEN COMPOSITION IN ELEMENTARY AND SECONDARY SCHOOL (Grades 5, 8, and 11). Baltimore County Public Schools, Towson, Maryland. 1967. 152 pages. $3.00. ERIC abstract in Research in Education, January 1969.

This resource bulletin was developed to help teachers establish objectives and realistic criteria for improving pupils' writing and evaluating it according to the established criteria. Numerous examples of student writing are provided to illustrate various levels of achievement typical in the three grades. The bulletin emphasizes the role of evaluation in teaching composition.

A FRAMEWORK FOR A STRAND CURRICULUM: GRADES K-12. Publications Section, Department of Public Instruction, State Office Building, Des Moines, Iowa 50319. 1968. 31 pages plus 2 folded charts. $0.50. ERIC abstract in Research in Education, January 1969.

This framework is basically a comprehensive list of optimum goals and basic considerations for aiding local school districts in developing guidelines and more detailed courses of study for kindergarten through twelfth grade language arts programs. Areas covered are speaking, listening, reading, writing, study and thinking skills, literature, language, and mass media. Of the large fold-out charts provided, one identifies communication, thinking, and study skills, and the other lists thought-process focuses and content strands by grade level. This publication is intended to be the first unit in an ongoing curriculum program. A helpful annotated bibliography of resource materials is included.

HANDBOOK FOR ENGLISH LANGUAGE ARTS: READING AND LITERATURE (Grades 5-12). Bureau of Curriculum Development, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1968. 324 pages. $4.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). ERIC abstract in Research in Education, January 1969.

This handbook is designed primarily for average and above average students, although much guidance is provided for helping students with below-level reading achievement. Extensive treatment is given to teaching reading skills at every grade level. The section on literature contains chapters on methods of teaching, content and sequence, integration of literature and the mass media, and illustrative lessons and units. Attention is given to the integration of reading skills and literature and to reading in other subject areas.

LITERATURE PROGRAM K-12 (Bulletin No. 185, in three volumes: Part I, K-6; Part II, 7-9; Part III, 10-12). Montgomery County Public Schools, 850 North Washington Street, Rockville, Maryland 20850. Part I, 1965; Parts II and III, 1966. Approximately 250 pages each. $10.00 per volume.

Part I (recommended and annotated in 1967) introduces the literature program for kindergarten through twelfth grade, organized into a thematic structure including the following: Man and Self, Man and Society, Man and Nature, and Man and the Cosmos. Literary excerpts are presented to exemplify these themes. Illustrative units are provided for specific literary works for each grade level. In Parts II and III the four major themes are integrated with study of the structure of the various genres. Sequential charts, reading lists, sample units, and lesson plans abound. Descriptively stated concepts and generalizations are provided for the nature, function, and structure of literature. Goals for the student are stated in behavioral terms. Goals in language arts areas related to literature--listening and reading, thinking, speaking and writing--are included to help teachers unify the content of English. Substantial appendices present such supplementary material as audio-visual aids and professional references.

GUIDES REVIEWED AND RECOMMENDED
1965-1967
(Some of these guides may no longer be available.)

A. Elementary: Grades K-8

CHILDREN'S LITERATURE: A RESOURCE GUIDE FOR ENRICHING THE STUDY OF LITERATURE IN GRADES 4-6. Pasadena City Schools, 351 South Hudson Avenue, Pasadena, California 91109. 134 pages. $2.50.

This is enrichment material for gifted students. Indicating an understanding of children's interests and children's literature, it correlates many of the suggested activities and experiences with their personal and social understandings, thus encouraging creative expression on the part of the pupils. It has sample lesson plans, and this specific material is very helpful. It also contains excellent bibliographies for students.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (Grades K-3). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago, Illinois 60601. 1963. 353 pages. $3.00 (send payment with order; make checks payable to Board of Education).

This guide is Part 1 in a series of three on general and specific objectives, suggested procedures, activities, and instructional aids for both teachers and pupils. It is comprehensive; realistic, well articulated, and simply organized. The suggested expectancies are clearly defined and are correlated with procedures and activities for the teacher and with learning experiences for the pupils. The guide's overview charts and "highlighted" statements of research are excellent.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (Grades 4-6). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago, Illinois 60601. 1964. 354 pages. $3.00 (send payment with order; make checks payable to Board of Education).

This guide is Part 2 in a series of three. In its framework for listening, speaking, writing, and reading, it gives a comprehensive pattern for planning day-to-day instruction and evaluation, fitting these smaller segments into the long-range plan, the overall view. It directs the teacher to readily available materials but does not include them. It contains suggestions for the inexperienced teacher and those new to the Chicago system.

ENGLISH SEQUENTIAL PATTERN DRILLS FOR SPANISH SPEAKING STUDENTS: INTERMEDIATE LEVEL (two volumes). Educational Materials Center, Box 4040, Tucson Public Schools, District Number 1, Tucson, Arizona. Volume for teachers $2.00; volume for students $2.00.

Even the volume for teachers of this set is primarily made up of work sheets and exercises for students. Most of the drills and exercises are based on concepts of structural grammar. The organization of materials is practical. Included is helpful material concerning the differences between Spanish and English.

FIND TIME FOR POETRY (three volumes: Grades K-2, 3-4, 5-6). Alameda County Public Schools, 224 West Winton Avenue, Hayward, California 94544. 1964-1965. Approximately 33 pages per volume. K-2 volume $1.00; 3-4 volume $1.00; 5-6 volume $1.25.

These three volumes are compilations of the titles, authors, and sources of hundreds of poems selected because of their successful use by teachers. Poems have been chosen to promote enjoyment, appreciation, understanding, and sensitivity. Comments on and ways of presenting each poem are offered. The goals for poetry study are stated in levels of poetry appreciation. The attractive colors, illustrations, paper quality, and arrangement of content in these guides are unusually outstanding.

*FREE WAY TO WRITTEN EXPRESSION (Grades K-8). Los Altos School District, Los Altos, California. 1964. 94 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 482, MF $0.50, HC $4.08.

This guide emphasizes the fact that good writing stems from good thinking. It is well written and logically conceived; its format is functional (color-keyed for quick reference); its goals are set forth in terms of desired behavior; and it is interesting to read, showing both originality and creativity. It includes sections on helping children to (1) develop skills to think productively as part of written expression, (2) develop skills in organizing written expression to fulfill their purposes, (3) develop skills in actual writing, and (4) develop applications of written expression to daily living.

GUIDE TO TEACHING IN THE ELEMENTARY LANGUAGE ARTS (Grades 1-6). Charlotte-Mecklenburg Public Schools, P. O. Box 149, Charlotte, North Carolina 28201. 1966. 121 pages. $2.00. ERIC abstract in Research in Education, January 1969.

This fine guide has excellent organization and scope. It provides background, objectives, specific suggestions, and aids for teachers for listening, speaking, writing (both written expression and handwriting), and reading. The bibliographies at the end of each section and in the appendix are good. The psychological treatment for meeting individual differences and for building confidence through success should be most helpful. The clever line drawings throughout the guide suggest appropriate visual aids for enriching the teaching-learning situation, particularly the establishing of a congenial atmosphere.

*GUIDE TO TEACHING LANGUAGE ARTS, LISTENING-SPEAKING-WRITING (Grades K-6). Madison Public Schools, P. O. Box 2189, Madison, Wisconsin 53701. 1965. 155 pages. $3.00. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 481, MF $0.75, HC $6.12.

This guide has a companion volume entitled Guide to Teaching Reading and Literature. Together they present an integrated

program. The teacher objectives, the pupil expectancies, and the instructional activities are presented in a lucid and usable manner. Correlated with specific activities are references to additional resources, which should encourage innovation on the part of the teacher.

*GUIDE TO TEACHING READING AND LITERATURE (Grades K-6). Madison Public Schools, P. O. Box 2189, Madison, Wisconsin 53701. 1964. 103 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 480, MF $0.50, HC $4.44.

This guide has a companion volume entitled Guide to Teaching Language Arts, Listening-Speaking-Writing. Together they present an integrated program. This guide gives information on reading and child development, including sections on methods, materials, grouping, oral reading, phonics, experimentation in reading-time allotment, and evaluation of the reading program. It has lists of suggested reading in both poetry and prose and additional lists of films and filmstrips. It also suggests various approaches to meet the problems of individual differences. Its bibliography for the teacher is excellent.

LISTENING POST PROJECT: PROGRAM FOR BILINGUALS (Grades 4-6). Tucson Public Schools, 1010 East 10th Street, Tucson, Arizona 85717. 1965. 39 pages. $0.50.

This project is one part of a total program--Providing for Individual Differences. Its purpose is to provide material for use with the Listening Post (a set of eight headsets), to inform about other available material, and to identify and improve techniques of use. The program contains concrete material which can be used to improve speech, to improve skill in listening, to improve language usage, and to provide the children with opportunities both to hear and to become better acquainted with good literature. Processes of language and of concept development rather than arbitrary grade-level requirements are stressed. The guide provides a variety of ideas and activities and suggests as resources a large variety of specific materials and school services.

READING GUIDE (Grades K-6). Fountain Valley School District, 19692 Lexington Lane, Huntington Beach, California 92646. 1965. 96 pages. $1.00.

This guide, in order to avoid many pages of wordy directions, makes good use of outlines and numerical lists, thus facilitating its easy use as a quick reference. Two sections are particularly worth noting: (1) Organizing the Class for the Reading Program, and (2) Reading Skills and Functional Reading in the Content Areas. The first sets forth a step-by-step plan for getting started and offers a choice of plans--semi-individualized grouping, individualized selective reading, or individual and small group plan. The second contains a list of skills needed for functional reading in content areas which could be helpful to both the reading teacher and the content teacher.

READING IN THE PRIMARY UNIT. Farmington Public Schools, Farmington, Connecticut 06032. 1965. 256 pages. $5.00.

This guide presents nine levels of reading achievement for the first three years, with additional information on evaluation. It describes two different approaches to the teaching of reading--the basal reader approach and the personalized reading approach--and special reading difficulties. Its instructional organization flows logically from its philosophy and in turn implements that same philosophy nicely. The thirteen appendices constitute a convenient and inclusive reference--or handbook on the teaching of reading--and should certainly make the teacher's preparation much simpler and less time-consuming.

SELECTING, ORGANIZING, AND EXPRESSING IDEAS: A TENTATIVE GUIDE TO COMPOSITION IN THE ELEMENTARY SCHOOL (Grades 2-6). Clover Park School District No. 400, 5214 Steilacoom Boulevard, Lakewood Center, Washington 98499. 1966. 155 pages. $3.00. ERIC abstract in Research in Education, January 1969.

Based on the principle that fuzzy, muddled thinking can never produce lucid, organized expression, either oral or written, this excellent guide suggests procedures for overall development of thinking abilities. It includes all

the steps of composition from the initial experience which must precede any expression through proofreading, revision, and rewriting. Each of these is accompanied by sections on the direct teaching of the appropriate language skills. Throughout the guide, characteristics of children at the different age and grade levels, skills to be developed, and activities and assignments are color-keyed, making the guide easy to use.

*SPEAKING, WRITING, & LISTENING IN THE ST. PAUL ELEMENTARY SCHOOLS. St. Paul Public Schools, St. Paul, Minnesota. 1965. 305 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 487, MF $1.25, HC $12.88.

The organization of the guide is excellent. Each section--speaking, writing, and listening--is preceded by an overview containing general objectives and information on current trends in teaching. The balance between oral and written expression and the support given to interrelating these three aspects of language arts take into account the results of recent linguistic research. Recurring suggestions for student self-evaluation in the individual lesson plans offer the teacher encouragement continually to adapt future lessons on the basis of evaluations.

B. Secondary: Grades 7-12

*ACTION IN THE LANGUAGE ARTS (Grades 7-12). Orange County Office of Public Instruction, P. O. Box 271, Orlando, Florida. 1965. 372 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 489, MF $1.50, HC $16.00.

This guide is one of the most comprehensive reviewed by the Committee. One of its unique features is long lists of suggested classroom activities to choose from in each area, with specific activities designated for slow, regular, and fast students. Attention is given to

desirable student attitudes, goals are stated in behavioral terms, and "reading" and "literature" are coordinated. Scarce but useful ideas and materials are included for such topics as viewing, teacher self-evaluation, and the art of questioning.

*COORDINATION IN THE ENGLISH PROGRAM FOR GRADES 7-8-9 AND 10-11-12 (two volumes). Division of Program Development, Texas Education Agency, Austin, Texas 78711. 1966. Each volume 20-25 pages. Free. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 488, MF $0.25, HC $2.28.

These two short bulletins are designed to demonstrate how any one element of the English program, literature, grammar, or composition, can be the principal focus of any work at any grade, and how the other two elements can be studied in relation to the principal focus. The purpose of the bulletins is to illustrate the essential unity of English studies. Sample lesson plans are included for each grade.

ENGLISH CURRICULUM GUIDE (Grades 9-12). Tamalpais Union High School District, Larkspur, California 94939. Revised 1965. 285 pages. $5.00.

Designed for teachers of regular and accelerated students in grades nine through twelve, this guide contains clearly written, straightforward objectives for literature and composition presented in carefully developed sequences. The suggested curriculum is primarily based on the study of literature, with sample composition assignments related to literature. A series of sample oral language units is given for grades nine through eleven. The literature program is organized by genre. The content of this guide is especially suitable for teachers of above-average students.

ENGLISH GUIDE: GRADES 7-12. Curriculum Improvement Center, Shepherd College, Shepherdstown, West Virginia 25443. 1963. 277 pages. $0.50 plus postage.

This guide provides a common core of experiences for the junior and senior high schools in written expression, oral expression, reading, and listening. Grammar, punctuation, and literature have been included as they apply to these areas. The guide is intended only to indicate the proficiencies usually stressed at particular grade levels and not to restrict or limit teachers. It is color-keyed by section, making reference quick and easy. That it includes an integrated program for teaching listening and speaking skills is commendable, as is its inclusion of a continuous, organized, developmental reading program through even the senior high years.

ENGLISH IN THE JUNIOR HIGH SCHOOL (TENTATIVE CURRICULUM GUIDE). Department of Instruction, Boulder Valley Public Schools, Boulder, Colorado. 75 pages. 1967. $2.00.

This guide focuses instruction on two areas: (1) development in the four language arts skills--listening, speaking, writing, and reading--and (2) the discovery and understanding of the major concepts of language and literature in a variety of realistic situations. It attempts neither to standardize course content nor to provide weekly or daily "lesson plans." Instead, the four skills are presented in levels of difficulty, emphasizing thinking and semantics, with supplemental skills and activities for each. Within this framework, a pupil may progress at his own level in any one of the areas, whether he is at varying levels of mastery or at the same level in all areas. Sample units are given to illustrate how the language skills can be integrated with language and literature. The samples are helpful as patterns for integrating all the facets of English. The inductive approach is used throughout.

ENGLISH PROGRAM: GRADES 7-12. Division of Instruction, The Columbus Public Schools, Columbus, Ohio. 1968. $5.00.

The unusual feature of this original curriculum guide is its information on the results of recent research and publications pertaining to English. The aim is to keep teachers

informed and to provide solid theoretical foundation for the curriculum. The guide is well written and enjoyable to read.

JUNIOR HIGH SCHOOL READING HANDBOOK. Arlington Heights Public Schools, District 25, 301 West South Street, Arlington Heights, Illinois 60005. 1966. 58 pages. $1.00.

This handbook suggests methods and materials for providing continuing reading instruction in the junior high school, including sections on both basic and advanced reading skills. It is comprehensive and contains many specific exercises. It also connects with other content areas, such as social studies, science, mathematics, homemaking, and industrial arts. It should be extremely helpful to the teacher with little training in reading.

LANGUAGE ARTS GUIDE: RESOURCE UNITS, GRADES 9 THROUGH 12. Lexington Public Schools, Lexington, Massachusetts. 1964. 240 pages. $4.50 plus $0.18 postage.

This guide is a collection of resource units from which teachers may select in the areas of language, composition, reading, and literature. For each unit, goals, many possible specific classroom activities, and suggestions for evaluation are presented. A companion guide, Goals and Sequences: Grades 1-12, listing specific goals in sequence for all areas of the language arts program in chart form and suggesting grade levels at which activities are to be introduced, emphasized, and refined, is available for $3.00 plus $0.18 postage.

*MEANING AND FUNCTION OF LANGUAGE (Grades 9-12). Acalanes Union High School District, Lafayette, California. 1965. 251 pages. ERIC abstract in Research in Education, September 1968. Document available from EDRS, ED 018 403, MF $1.00, HC $10.40.

This guide is based on the idea that the English curriculum is divisible into three interconnected parts--language, literature, and composition--and that, of these, language

is the most important, for it is the basis of the other two. The language section of the guide is extensive, well organized, and based on modern concepts of language. Lists of suggested activities are given for each concept. Sample lesson plans are included for language, composition, and literature. Written composition is related to the study of literature. Oral language, listening, and reading are not treated at any length.

*MODIFIED LANGUAGE ARTS CURRICULUM (Grades 10-12). St. Louis Park Public Schools, St. Louis Park, Minnesota. 1964. 240 pages. ERIC abstract in Research in Education, August 1968. Document available from EDRS, ED 017 483, MF $1.00, HC $10.36.

This guide shows a high degree of creativity and adaptation for slow learners. The units are structured to meet student needs with an emphasis on building a good self-image. The vocational materials and the unit on self-knowledge are particularly good. The variety of specific lessons would be extremely beneficial for any teacher. One of the most helpful features of the guide is its comprehensiveness.

*THE POWER OF ORAL LANGUAGE 7-8-9. Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110. 1966. 163 pages. $3.50 (plus 5% sales tax for California only). ERIC abstract in Research in Education, September 1968. Document available from EDRS, ED 018 404, MF $1.00, HC $8.88.

The structure of this guide--building toward major goals through classroom experiences--is clear and logical. Worthwhile classroom activities are described in detail for nearly every type of oral experience students need to practice in school. The section entitled "Six Major Goals" is good. This guide has been developed by representatives from several schools, cooperating with a recognized authority on language.

*PRACTICES IN DEVELOPMENTAL READING (Grades 10-12). San Francisco Unified School District, San Francisco, California. 1966. 180 pages. Document available from EDRS, ED 001 605, MF $0.50, HC $7.20.

This guide describes an excellent series of activities for teaching vocabulary. It also describes practices for teaching word attack skills. Most techniques included are for teacher-directed group instruction.

READING IN GRADES 7-12. Curriculum Development Council for Southern New Jersey, Glassboro State College, Glassboro, New Jersey 08028. 1964. 45 pages. $1.50.

This publication is a handbook on reading for secondary school teachers and administrators. It contains an excellent synopsis of reading instruction as it is practiced in American schools today (reporting accurately even some of the malpractices) and is an outstanding source book.

READING IN THE SUBJECT AREAS: GRADES 7-8-9. Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1964. 45 pages. $1.25 (make checks payable to Auditor, Board of Education).

This guide emphasizes the specific reading skills necessary for work in the content areas--social studies, science, mathematics, industrial arts, and language arts. It has not only lessons and additional narrative information pertaining to those areas but also some reading lessons for the functional non-reader. It also includes a bibliography of instructional materials, such as professional readings, free and inexpensive materials, and practice materials in each of those areas.

SEQUENTIAL PROGRAMS IN ENGLISH FOR A RESTRUCTURED CURRICULUM (Grades 7-12). Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44013. 1966. 216 pages. $4.00. ERIC abstract in Research in Education, January 1969.

A great deal of planning undoubtedly went into the production of this useful guide; its content is unusually well organized and balanced. It emphasizes concepts to be learned in language, literature, and composition. The concepts are clearly identified, listed in a sequential order and by grade level. Many of the learning experiences are tied to specific texts. Perceptive overviews of the elements of composition, language, and literature begin each section and show awareness of significant contemporary research and trends in English teaching.

A SLOW LEARNER PROGRAM IN LANGUAGE ARTS (Phases A and B, two volumes, grades 10-12). Richfield Public Schools, 70th and Harriet Avenue South, Richfield, Minnesota 55423. Phase A--1965, 60 pages, $2.00; Phase B--1966, 35 pages, $2.00.

These two volumes are the first two parts of a three-phase (C now being prepared) English program for students who need special help upon entering the tenth grade. The program is "nongraded" in that students begin in Phase A in the tenth grade and move on to Phase B and perhaps C according to their individual progress. Attention is given to the role of the parent in a program for slow learners. Emphasis is put on the utilization of mass media in classroom activities. Student conferences, laboratory sessions, and individual attention to students in class are frequently suggested.

TEACHER GUIDE FOR ENGLISH 13 (Grade 9). Fairfield Public Schools, Fairfield, Connecticut. 1966. 200 pages. $4.00.

This guide is for work-bound students in the lower track of grade nine. Some of its strengths are its innovative ideas, its discussion questions on standard works, and its balanced curriculum. It includes a brief presentation of some concepts from transformational grammar in the "What to Teach" section.

THE WORK ORIENTED CURRICULUM: GRADE 11 AND GRADE 12 (Two volumes). Montgomery County Public Schools, Educational Services Center, 850 North Washington Street, Rockville, Maryland 20850. Grade 11 volume, 1965, 197 pages, $4.00; Grade 12 volume, 1964, 197 pages, $4.00.

These guides present in detail a correlated English-social studies-work experience curriculum. Basic skills are emphasized. The courses are for slow learners who have instruction for a three-hour block of time daily. The goals coordinate well with the requirements of employers. Alternative class procedures for EMR students and non-readers are suggested. Comprehensive teacher evaluation procedures are included for each unit. Coordination of audiovisual materials with accompanying classroom activities is well done.

C. Grades K-12

CREATIVE WRITING (Grades K-12). Curriculum and Supervision Service, Indianapolis Public Schools, 120 East Walnut Street, Indianapolis, Indiana. 1965. 87 pages. $1.50.

A consistent awareness of the need to provide proper environment and encouragement for creative activities throughout all the years from kindergarten through twelfth grade is shown in this guide. It contains a wealth of choices and alternatives for teachers to use freely. There is a constant emphasis on the student's experience in expression as the primary value. This guide is also very attractively illustrated.

*CURRICULUM GUIDE FOR ENGLISH (Grades K-12). State Department of Education, Capitol Building, Cheyenne, Wyoming 82001. 1965. 152 pages. Modest charge. ERIC abstract in Research in Education, April 1968. Document available from EDRS, ED 014 494, MF $0.75, HC $6.48.

The purpose of this general guide is to outline aims and methods of teaching English from kindergarten through

twelfth grade. The guide is a pleasure to read and, while it leaves an enormous amount to the imagination and talent of the teacher, its aims are so precise and the activities it suggests follow so clearly from those aims that any teacher should find that his imagination has been stimulated by reading it. The summary of "characteristic delights" is especially delightful. Skills and concepts are listed in estimated order of difficulty, rather than by grade level; this arrangement lends itself to better individualization of instruction and makes the guide more flexible for use in different schools.

CURRICULUM GUIDE: LANGUAGE ARTS, GRADES 1-12. Newark Special School District, 83 East Main Street, Newark, Delaware 19711. 1966. 77 pages. $4.00.

Despite the name of the school district, this is not intended to be a guide for a "special" school, such as for the handicapped or the gifted. It suggests floors for expectancies, but not ceilings. In addition to the curriculum guide itself, there is a list of thirty recommendations for language arts departments which should prove most helpful. It also contains a supplement which includes illustrative units on composition for grades four through eight, which should be a boon to teachers in those grades or anyone working with students whose abilities are within those stages of development.

A REMEDIAL READING GUIDE (Grades 2-12). Licking County Board of Education Office, 600 Mt. Vernon Road, Newark, Ohio 43055. 1967. 71 pages. $1.00.

This is an excellent resource for developing a remedial reading facility in an elementary school. Pertinent attributes of a remedial reading teacher are listed, as are responsibilities of the school administrator. The logistics are described, and suggestions for arrangements are excellently conceived. The lists of materials, equipment, and tests--with their prices--are complete enough to permit a good working start for a beginning remedial center.

Appendix I

THE CURRICULUM GUIDE EVALUATION

A Note of Explanation

These evaluation criteria were established with several objectives in mind. Primarily, they should enable the writers of a guide to see how the Committee felt their guide compared with other, similar guides from throughout the United States. They will also help to identify areas of strength and weakness in form, organization, methodology, and language.

The evaluation instrument was designed to apply to many different content emphases within the field of English. It indicates how well, in the opinion of the Committee, the guide serves teachers who are teaching whatever content is included in the course.

The Committee recognizes, however, that the choice of content to teach is the single most important decision to be made by curriculum planners. In most cases it was difficult to determine from the guide the exact nature of the content. Often the major reference to it was through the listing of pages in basic and supplementary textbooks. The reviewers attempted to infer from the guide as much about the content of the curriculum as they could. Any notes about their reactions to this content are given in the narrative section of the report headed "Additional Comments."

A word about the rating scale is in order. The continuum from "superior" to "below average" is self-explanatory. The category "inadequate or missing" comes with the idea that the item checked should have been dealt with in the guide but was skimped or omitted. Thus this category differs from "below average," which says that the item was dealt with in some detail, but the treatment of it was, as the item says, below average. All of this may be clarified by considering, for example, item 5 in section IV, which suggests that teachers should be active in trying to find out how students feel about their teaching performance--and that materials to help with this should be included in guides. The Committee is perfectly aware of the fact that such procedures will be rarely included, but this is the Committee's way of making suggestions. Other similar items are: I, 1, 5 and 7; II, 4 and 5; III, 2 and 9; IV, 1, 4 and 7.

Omitted areas may in fact have been covered in other guides not submitted to the Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

Finally, the Committee wishes to state emphatically that it is suffering from no illusions--or delusions--about the extent to which curriculum guides are actually used by teachers. The Committee realizes that voluminous guides, no matter how well organized or effectively written, may be less likely to be used by teachers than shorter ones. The many headings on the checklist should not be interpreted as a recommendation for longer guides. Many items can be handled effectively in a brief paragraph or two. Concisely written guides, the Committee believes, will be rewarded by increased teacher use. The Committee hopes that, by helping teachers to design effective, specific, operational guides, the guides themselves may actually help in the classroom, rather than being ignored even by the people who labored to bring them forth.

Dorothy Davidson, Chairman
NCTE Committee to Review
Curriculum Guides

Curriculum Guide Evaluation

The NCTE Committee to Review Curriculum Guides

Title:

School District or
Agency and Address:

Grade Level(s):

Subject Area(s):

Publication Date:

Purpose:

Number of Pages:

Date Reviewed:

Recommended for Display at the
NCTE Convention: Yes: No:

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
I. Philosophy and Objectives						
1. This guide supports the view that curriculum building is an ongoing process, not a specific project with a definite end result which is usually the guide itself.						
2. This guide has a coherent and useful statement of philosophy or purpose.						
3. This guide's content follows logically and consistently from its statement of philosophy or purpose.						
4. This guide sets realistic objectives.						
5. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
6. This guide makes realistic provisions for individual difference in ability, interests, goals and cultural values among students.						
7. This guide clearly indicates that successful experiences in language are essential for all students of all abilities and aspirations.						
II. Curriculum Content						
1. This guide specifies ways of unifying many or all aspects of the language arts.						
2. This guide clearly indicates a logical sequence of experiences to help develop concepts.						
3. This guide clearly indicates a logical sequence of student performance in language skills.						
4. This guide anticipates problems of student behavior and/or attitude that may arise from course content or sequence, by offering alternatives.						
5. This guide anticipates problems of teacher attitude and understanding that may arise from course content or sequence.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
6. This guide provides useful background material for the teacher.						
7. This guide regards basic texts or anthologies, if used, as resources rather than as courses of study.						
8. This guide clearly differentiates program content for students of differing abilities.						
9. This guide reflects originality and innovation in curriculum design.						

III. Instructional Methods

1. This guide anticipates problems of student behavior and/or attitude that may arise from recommended teaching methods by suggesting procedures for handling these problems.						
2. This guide anticipates problems of teacher anxiety that may arise from recommended methods.						
3. This guide advocates and describes inductive teaching procedures.						
4. This guide recognizes that different students learn in different ways and provides alternative methods.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
5. This guide provides alternative methods for achieving objectives and thus gives the teacher options.						
6. This guide provides a variety of ideas and activities.						
7. This guide allows for planned experimentation and innovation on the part of the teacher.						
8. This guide provides methods of stimulating student creativity in language.						
9. This guide supplies specific procedures which will enable teachers to help their students to become increasingly independent.						
10. This guide reflects originality and innovation in methods.						
IV. Assessment and Evaluation						
1. This guide stipulates that teachers assess their students' potential and achievement before selecting content and beginning instruction.						
2. This guide suggests methods for evaluating the results of the teacher's innovations.						
3. This guide makes specific recommendations for evaluating individual student achievement and progress in language.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
4. This guide makes clear a statement about grading policies.						
5. This guide includes procedures to help the teacher see his teaching as his students see it.						
6. This guide includes procedures for recognizing and rewarding student creativity in language.						
7. This guide includes procedures to help the teacher evaluate his own teaching procedures.						
8. In this guide, continual appraisal of student progress in language is seen as a basis for making changes in content, methods, and materials.						
9. This guide suggests a variety of techniques for evaluation, including student self-evaluation.						
10. Evaluation of performance as suggested in this guide is directly related to the objectives of the program.						
V. Design of the Guide						
1. This guide is easy to read; the language is clear and effective.						
2. This guide suggests as resources a large variety of specific materials and school services, e.g., library, audiovisual, guidance department.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
3. This guide effectively separates objectives from the means by which those objectives are to be achieved.						
4. Teacher objectives are clearly separated from student objectives.						
5. This guide makes clear how particular lessons and/or procedures are related to the total program.						
6. This guide directs the teacher to readily available materials, such as textbook manuals, but does not duplicate them.						
7. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system.						
8. This guide shows originality of form and style and will therefore stimulate enthusiasm.						
9. This guide's format makes revision convenient.						

Appendix II

MEMBERS OF THE 1968 NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES

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